# **Grade Kindergarten ELA CCGPS Frameworks - Unit 1 (2013)**

## Theme: What Is A Friend?

## Grade Level: Kindergarten

## Overview of the unit

This series of lessons is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.  These lessons can be used with the suggested text or with other texts you have available in your classroom. All of the suggested texts are about friends and any story about friends can be substituted. The GaDOE does not mandate or require that any suggested texts are used or purchased.

These lessons can be used as a stand-alone set of lessons on making friends or used in conjunction with the other lessons posted. Combined, these lessons constitute a unit on friendship. Use of the suggested lessons may be based on your available resources. These lessons are intended to incorporate and supplement Foundational Reading Standards that are taught during a separate part of the day. These lessons focus on recognizing and producing rhyming words, the elements of literary texts (key details and sequence of events), comparing and contrasting the experiences of characters, analyzing the use of illustrations in texts, vocabulary, beginning writing skills, and speaking and listening.  It offers quality instructional strategies and provides opportunities to use a variety of assessments.

This unit is not intended to offer day-to-day lessons for all skills a kindergarten student needs to learn.  For example, the Foundational Reading Standards must be covered in a separate block in a direct, systematic, and explicit manner. Please refer to the Center on Instruction for a scope and sequence of the reading foundational skills - <http://centeroninstruction.org/files/Building%20the%20Foundation.pdf> Another valuable resource is Comprehensive Reading Solutions – <http://www.comprehensivereadingsolutions.com/>

## Suggested Time

This unit is intended to be used at the beginning of the school year, and could span 8-9 weeks. However, some of the activities could be used with different texts throughout the school year.

**Learning Targets**

* I can ask and answer questions about key details and unknown words in a text.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.
* I can follow words from left to right, top to bottom, and page-by-page.
* I can recognize that spoken words are represented in written language by specific sequences of letters.
* I can understand that words are separated by spaces in print.
* I can recognize and produce rhyming words.
* I can count, pronounce, blend, and segment syllables in spoken words.
* I can produce sounds for each consonant.
* I can retell stories to include the key characters, the settings, and major events.
* I can compare and contrast the characters in the stories.

## Assessment*:*

## *Pre-assessment*

## Before teaching this unit or lessons, collect student work samples to use as a diagnostic assessment of language and writing skills.  Suggested prompt:

## “Think about a friend you like to play with. What are some of the things that you and your friend do?  Draw or write about what you and your friend like to do.

## Tell your teacher the story about you and your friend.”

Formative assessments are noted within each of the lessons.

Summative Assessment: This unit was about making friends and the characteristics of being a good friend. Have students think about all of the stories read during this unit. Discuss how all of these stories were about friendships. Discuss what makes a good friend and how it was shown in each story. Students select their favorite story and illustrate a character in the story. Students will write, or dictate, how this character was a good friend, giving an example from the story

**Lesson 1**:  “Circle of Friends” Reading a poem and name writing

**Standards:**

ELACCKRF1:  Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page-by-page.

ELACCKRF2:  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a.  Recognize and produce rhyming words.

b.  Count, pronounce, blend, and segment syllables in spoken words.

ELACCKRL1:  With prompting and support, ask and answer questions about key details in a text.

ELACCKRL10:  Actively engage in group reading activities with purpose and understanding.

ELACCKSL1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger

groups.

a.  Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts with peers and adults in small and larger groups.)

b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.
* I can follow words from left to right, top to bottom, and page-by-page.
* I can recognize and produce rhyming words
* I can count, pronounce, blend, and segment syllables in spoken words.

**Instruction**

Introduce the poem “A Circle of Friends*”*  by Faizan Sarang. (Gr.K Resource A) The poem can be displayed on an interactive whiteboard or written on chart paper.  Read the title and author.  Discuss what a circle of friends could be.

* Read the poem aloud, modeling left-to-right sweep.
* After reading, discuss what the author is trying to convey.
* Have the students share with each other what the poem is about.
* Find new words in the poem to discuss. (e.g., disagree, pride, compete)
* Reread the poem as a choral reading several times and identify and highlight rhyming words.
* Students can illustrate a copy of the poem and highlight rhyming words.
* Re-read the poem and emphasize the rhyming words.  Think of other words that rhyme with these words.  Make a chart showing the rhyming words.
* Create a “reader’s theater” reading from the lines in the poem. Divide the lines of the poem among the students. Present the entire poem to the class, making sure the student uses a voice that is clear and easy to understand.
* This poem can be placed into a poetry notebook that each student will maintain and add to throughout the school year.
* Remind students that all members of the class are friends and we should all know one another’s names.
* Lead an activity in which students clap the names of all class members into syllables.  Students can sit in a circle (circle of friends) and toss a beanbag to one another.  When each student catches the beanbag they state their name and the class claps it into syllables.
* Each student writes their name on a sentence strip.
* Place the names in a pocket chart for display in the classroom.  Names can be sorted in the pocket chart according to the number of syllables in each.
* Teacher/para can also take a photo of each child and display it next to each name.

Differentiation Option(s):Teacher/para can use dotted lines on the sentence strip as guides for students to correctly print their name.

Formative Assessment Opportunity: Listen to children’s responses.  Make note of oral language usage.

**Lesson 2:  “**Circle of Friends”poem and chart about friends

**Standards**

ELACCKRF1:  Demonstrate understanding of the organization and basic features of print.

a.  Follow words from left to right, top to bottom, and page-by-page.

ELACCKRF2:  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a.  Recognize and produce rhyming words.

b.  Count, pronounce, blend, and segment syllables in spoken words.

ELACCKRL1:  With prompting and support, ask and answer questions about key details in a text.

ELACCKRL10:  Actively engage in group reading activities with purpose and understanding.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts with peers and adults in small and larger groups.)

b. Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can follow words from left to right, top to bottom, and page-by-page.
* I can count, pronounce, blend, and segment syllables in spoken words.

**Instruction**

* Reread the poem “A Circle of Friends*”*  by Faizan Sarang. Have a student stand at the chart paper (or where you have the poem printed) and demonstrate following along as you read.
* Review the rhyming words in the poem.  Select several words and count, produce, blend, and segment the words.
* Lead a discussion about the activities of the friends in the poem. (e.g., Talk about the speaker of the poem – what kind of friend is this person, how do you know.)
* Lead a class discussion with students about some of the things they do with their friends, and create a chart listing these things.
* Tell students to think about the things listed on the chart and to choose what they would like to do or have done with a friend. Tell them they are to draw, dictate, or write about themselves and a friend doing an activity together. Remind them to include many details in their writing.  Remind them to put the events in a logical order and show how they felt being with their friend.
* Have several students share their picture, following the rules of speaking clearly and audibly.

**Lesson 3:**  *That’s What A Friend Is* by P.K. Hallinan  poem and foundational skills

**Standards**

ELACCKRF1:  Demonstrate understanding of the organization and basic features of print.

a.  Follow words from left to right, top to bottom, and page-by-page.

b.  Recognize that spoken words are represented in written language by specific sequences of letters.

ELACCKRF2:  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a.  Recognize and produce rhyming words.

ELACCKRL6:  With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

ELACCKRL7:  With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.
* I can follow words from left to right, top to bottom, and page-by-page.
* I can recognize and produce rhyming words.

**Instruction**

* Begin with the question “What is a friend?”  Elicit responses from students and record on interactive whiteboard or chart paper. Teacher models writing left-to-right and using correct spacing between words as student responses are recorded.
* Present the book *That’s What A Friend Is*by P.K. Hallinanand discuss the title and illustration on the front cover.  Point out that P.K. Hallinan is both the author who wrote the words and the illustrator who drew the pictures.  Explain the role of the author and the role of the pictures.  Share other books and tell about the author and illustrator.
* Read the book aloud.  Emphasize to the students that each illustration matches the text on the page. Read a page and ask the students to tell how the picture matches the story. (Note – When doing this activity, always preview the book to ensure the illustrations match the text.)
* The text contains rhyming words in a predictable pattern.  After reading a few pages pause and allow students to predict what an upcoming rhyming word will be.  Example*:  “And then late at night a friend is just right for telling ghost stories when you turn off the \_\_\_\_\_\_\_.”* Pause and allow students to predict the missing word that rhymes with “*night”.*Teacher will closely observe students to assess those who need further assistance in understanding the concept of rhyming words.  (Repeat this strategy with all texts containing rhyming words.)
* Do a choral reading of some of the passages in the text or of other passages that contain rhyming words. Let students share the rhyming words and produce new words.
* After reading the text and discussing ideas presented by the author about activities friends do together, revisit the list of “what is a friend?” prior to reading.  Check for similarities and differences. Have the students talk with each other about the story. Share what they liked the most about the story.
* Next, present the sentence stem, “In the book we just read, we learned that a friend is \_\_\_\_\_\_\_\_.”  Elicit responses from students as to how each of them would complete the sentence.

**Lesson 4:**  *Will I Have a Friend?* text-based questions and retelling

**Standards**

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRL2: With prompting and support, retell familiar stories, including key details.

ELACCKRL4: Ask and answer questions about unknown words in text.

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1**:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the

topics and texts under discussion).

  b. Continue a conversation through multiple exchanges.

**I Can Statements**

* I can ask and answer questions about key details in a story, retell the story, and ask and answer questions about the unknown words in the story.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

Read aloud *Will I Have a Friend?* by Miriam Cohen (300L). Set the purpose for students listening by asking them to pay attention to the activities of the little boy and how he makes a friend.

* After reading, ask text-based questions so students will begin to recall key details from the story. Be sure to find the answers to the questions in the book and reference the exact page or illustration which supports the answers.  (Suggested questions:  Who is the story mostly about?  How did the boy feel at the beginning of the story?  How did he feel at the end of the story?  What were some of the things he did with his new friend?).
* New vocabulary:  Provide a brief explanation of unfamiliar words in context. Ask students to orally rehearse the terms and use them in sentences. (The teacher needs to reference specific terms that will be unfamiliar to students).
* Re-read the story (day 2) and ask students to pick a partner and retell the main events. Create a class chart of the main events in order on a flow map or sequencing chart.
* After re-reading the story, discuss the vocabulary words referenced the day before. As a group, create a word map about several of the key words. (select any graphic organizer that is appropriate for kindergarten students)
* Writing connection: students will retell the story by drawing, dictating or writing about the main events with emphasis on new vocabulary learned from the story.

**Lesson 5:** *Chrysanthemum* by Kevin Henkes - vocabulary, retelling, print concepts

**Standards**

ELACCKRL2: With prompting and support, retell familiar stories, including key details.

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKRL4: Ask and answer questions about unknown words in a text.

ELACCKL1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can use new words and phrases I have learned.

**Instruction**

Tell students that today we will read aloud a book about someone who has a very special name.  Introduce the book *Chrysanthemum*by Kevin Henkes (410L).

* Explain that Chrysanthemum is the name of a beautiful flower and is also the name of the main character in this book.
* Discuss the title and illustration on front cover of the book.
* Explain this book tells about Chrysanthemum’s first day of school. Read the book aloud pausing to let students comment on Chrysanthemum’s feelings as the others make fun of her name.
* After completing the book, allow students to turn to a partner (knee-to-knee) and retell what they remember about the story.  Remind them to include key details, such as the characters and the events in the story.  Emphasize telling the story in the correct sequence.

Assessment idea - Informally assess students and note those requiring extra assistance with the task.

* Next, display a large heart made from red construction paper.  Explain this represents our heart and our feelings.  When others make fun of us or call us names it hurts our heart and our feelings.  Crumple up the red heart to illustrate this.
* Explain that a good friend will always apologize when they hurt your feelings.  Flatten out the crumpled paper to illustrate.
* Show the students that even though we tried to flatten the crumpled heart back out, the wrinkles in the paper remain.  The wrinkles are like scars on our hearts….they never totally go away.
* Tell students that since we are learning so much about friendship we should learn from this story that hearts are delicate and we should take good care of them by not hurting the feelings of others.
* Attach the crumpled heart to a large sheet of paper and have students sign it as a promise/pledge to not knowingly hurt the feelings of others.  Display the poster in the classroom throughout the year so students can refer back to it.
* Explain to students that we have learned everyone’s name is special.  We should take pride in our name and also take pride in how we print it.  Today we will practice correctly printing our names.
* Using age appropriate lined paper the teacher and parapro will assist students individually or in small groups to correctly print their name.

Differentiation Option(s):  Students lacking adequate fine motor skills may use play-dough or clay to form the letters of their name.

Formative Assessment: Have students listen to an additional story or poem about friends. Students will draw pictures and write / or dictate the events of the story, including the key events and details.

Writing prompt: Write and/or illustrate a time you spent with your friend. What is special about spending time with your friend?

Skill assessment: Assess the ability to recognize and produce rhyming words orally (not in print) and concepts of print. (These suggestions are based solely on the lessons covered here. It does not imply that other foundational skills are not assessed. Appropriate ongoing assessment of foundational skills is critical and should be ongoing and frequent.)

**Lesson 6:** *Frog and Toad Are Friends* by Arnold Lobel.  Close reading, discussion, writing connections, text-based questions, vocabulary work.

**Standards**

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRL2: With prompting and support, retell familiar stories, including key details.

ELACCKRL3:With prompting and support, identify characters, settings, and major events in a story.

ELACCKRL4: Ask and answer questions about unknown words in text.

ELACCKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

b. Continue a conversation through multiple exchanges.

ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can retell familiar stories and compare and contrast the adventures and experiences of characters.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

Introduce the book *Frog and Toad Are Friends* by Arnold Lobel  (400L).  Many copies of the book contain a synopsis of the book on the back cover.  If your book does not contain one, read the following to the students:  “One day Frog was sick in bed.  Who stood on his head to tell him a story?  His best friend, Toad.  And when Toad needed help, who helped him?  His best friend, Frog.  There are five funny stories about Frog and Toad in this book.”

* Note to teachers: Preview the 5 stories and choose 3 -5 stories for the following activities.
* Read aloud the first story. Talk about the characters, the setting, and the major events in the story.
* Read the first story again, asking students to listen and think about what Frog and Toad are doing and saying.  Afterwards, compare and contrast what Frog and Toad did and said in the story.
* Teacher will set up a graphic organizer to compare and contrast Frog and Toad. Suggestions: Venn Diagram, T-chart, Double Bubble Map.
* Each day after you have completed the read aloud and chart, follow up with a writing activity.  Talk about the characters, the setting, and the major events in the story.  Ask questions about the key details of the story.
* Students could complete a journal entry about Frog and Toad.  Entries can be simple responses to the text read that day, or a picture (with or without labels), or a sentence stem that students complete.

Formative Assessment Opportunity - After the 3 -5 stories have been presented the teacher will ask “Why do you think Frog and Toad are such good friends?” The teacher will lead a discussion of ideas with the students and then model completing the sentence stem “Frog and Toad are good friends because they both  \_\_\_\_\_\_\_\_\_\_\_\_.”  Encourage students to refer to specific events and actions in the stories to support their ideas. Students may draw, use inventive spellings, or dictate their responses to the teacher.

Differentiation Option(s): Varying levels of teacher support to guide students to an understanding of identifying key details (events, actions) from text. More capable students may read and write independently during the writing activity.

**Lesson 7:***Frog and Toad Together* by Arnold Lobel.  Close reading, discussion, writing connections, text-based questions, vocabulary work.

**Standards**

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRL2: With prompting and support, retell familiar stories including key details.

ELACCKRL3:  With prompting and support, identify characters, settings, and major events in a story.

ELACCKRL4:  Ask and answer questions about unknown words in text.

ELACCKRL9:  With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELACCKRL10:  Actively engage in group reading activities with purpose and understanding.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can retell familiar stories and compare and contrast the adventures and experiences of characters.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

Introduce the book *Frog and Toad Together* by Arnold Lobel  (400L).  Many copies of the book contain a synopsis of the book on the back cover.  If your book does not contain one, read the following to the students:  “Frog and Toad are friends. They take walks together, they eat cookies together, they play games together - and sometimes, the things they do together are scary! There are five wonderful stories about Frog and Toad in this book.”

* Note to teachers: Preview the 5 stories and choose 3 -5 stories for the following activities.
* Read aloud the first story. Set the purpose for students listening to compare and contrast what  Frog and Toad are doing and saying.
* Teacher will set up a graphic organizer to compare and contrast Frog and Toad. Suggestions: Venn Diagram, T-chart.
* Each day after you have completed the read aloud and chart, follow up with a writing activity.
* Students could complete a journal entry about Frog and Toad.  Entries can be simple responses to the text read that day, or a picture (with or without labels), or a sentence stem that students complete.
* Continue this lesson for the next 5 - 10 days with the following short stories from *Frog and Toad Together*: *The Garden, Cookies, Dragons and Giants,* and *The Dream.*

Formative Assessment Opportunity - After the 3 -5 stories have been presented the teacher will ask “Which of the Frog and Toad stories was your favorite and why?”  The teacher will lead a discussion of ideas with the students and then model completing the sentence stem “My favorite Frog and Toad story was \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_.” Teachers should prompt students to cite examples from the texts to support their opinions.  Students may use inventive spellings or may dictate their responses to the teacher.

Differentiation Option(s):Varying levels of teacher support to guide students to an  understanding of stating an opinion and providing support from key details from the text. More capable students can write multiple reasons and refer to specific pages in the text.

Formative Assessment:

Prompt:  We have read many stories about Frog and Toad.  We learned about their friendship and adventures. Today you will draw, dictate, or write, a story about an adventure with one of your friends. Be sure to include details about your adventure.  Recall some of the things that Frog and Toad did together that showed they are good friends. In your story, tell about some of the things you do to show you are a good friend like Frog did with Toad.

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| **Criteria** | **Meets Expectations** | **Progressing** | **Emerging** | **Not Demonstrated** |
| Ideas | Draw, dictate, and write about events with a friend | Draw and dictate about events with a friend | Draw about events with a friend | Not able to draw |
| Organization | Includes events in order and a reaction to them | Includes events in order without a reaction | Includes events out of order without a reaction | Events are missing from work |
| Elaboration | Personal story is compared and contrasted to events in Frog and Toad stories | Personal story is compared OR contrasted to events in Frog and Toad stories | Personal story makes reference to Frog and Toad stories | Personal story is not connected to Frog and Toad stories |

**Lesson 8 :***Nubs: The True Story of a Mutt, a Marine, & a Miracle* by Brian Dennis, Mary Nethery and Kirby Larson - nonfiction, discussion, writing connections, text-based questions, vocabulary work.

**Standards**

ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.

ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.

ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can draw, dictate, or write some details or information on a topic and name the topic.

**Instruction**

* Introduce the book *Nubs: The True Story of a Mutt, a Marine & a Miracle.*  (predetermine your stopping points based upon the time you have available and the needs of your class)
* Explain to students that this is a true story that really happened.  It is not made up (fiction) like other stories we’ve read about friends (Frog and Toad). Give examples to students to clarify fiction (make-believe) and non-fiction (true).
* Discuss text features that are evident in informational reading. Point out the book contains real photographs of the characters. Talk about how the illustration shares information about the story.
* Teacher reads [*Nubs: The True Story of a Mutt, a Marine & a Miracle*](http://www.amazon.com/Nubs-True-Story-Marine-Miracle/dp/031605318X/ref=sr_1_177?s=books&ie=UTF8&qid=1329099507&sr=1-177) aloud to the first predetermined stopping point.
* Set the purpose for students listening for specific story events or for examples of friendship. After reading, discuss the main topic of the section read and have students share the key details.
* Select key vocabulary in each section to discuss. Talk about the words, the meaning, and how we can determine the meaning of the word.
* As you are reading, stop after reading one of the pre-determined vocabulary words. Talk about what it means and how we know what the word means based on the story and/or the illustrations.
* Each day after you have completed the read aloud, follow up with a writing activity.
* Students could complete a journal entry about Nubs.  Entries can be responses to the text read that day, or a picture (with or without labels), or a sentence stem that students complete telling something about the friendship between Nubs and Major Dennis.

Formative Assessment - “We’ve just finished reading[*Nubs: The True Story of a Mutt, a Marine & a Miracle*](http://www.amazon.com/Nubs-True-Story-Marine-Miracle/dp/031605318X/ref=sr_1_177?s=books&ie=UTF8&qid=1329099507&sr=1-177).  Major Dennis and Nubs have an amazing friendship.  They help one another out in many ways.  Think about a time when you helped one of your best friends with a problem.  Today, draw a detailed picture and write about a time you have helped a friend.  Do your best to write your ideas down, but I’ll be available to help you if you need it.” Students may use inventive spellings or dictate a response to the teacher.

**Lesson 9:**  *Nubs: The True Story of a Mutt, a Marine, & a Miracle* by Brian Dennis, Mary Nethery and Kirby Larson - Identification of characters and key events in the story

**Standards**

ELACCKRI1:  With prompting and support, ask and answer questions about key details in a text.

ELACCKRI2:  With prompting and support, identify the main topic and retell key details of a text.

ELACCKRI3:  With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRI4:  With prompting and support, ask and answer questions about unknown words in a text.

ELACCKRI7:  With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKRI10:  Actively engage in group reading activities with purpose and understanding.

ELACCKSL1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a.  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**I Can Statements**

* I can ask and answer questions about the main topic and key details of our class story.
* I can retell the story we have read in our class and describe the roles and experiences of the characters.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

Characters

* Introduce a story map on an interactive whiteboard or chart paper.  Discuss and explain the element – characters.
* Lead a discussion centered on the two main characters in [*Nubs: The True Story of a Mutt, a Marine & a Miracle*](http://www.amazon.com/Nubs-True-Story-Marine-Miracle/dp/031605318X/ref=sr_1_177?s=books&ie=UTF8&qid=1329099507&sr=1-177) – Major Dennis and Nubs.  Explain that the story was mostly about these two characters. Brainstorm characteristics and the actions of both Major Dennis and Nubs. Lead students to talking about why Major Dennis and Nubs were important characters in the story.
* Ask students to help you draw a picture of and label each main character on the story map. Students should describe the characters’ roles in the story.

Setting

* Review the story map started yesterday and the two main characters.  Discuss and explain the element – setting.
* Explain the setting is where the story mostly took place.  Recall the setting from other stories read. Talk about what a desert is and how it looks.  Look back at the pictures in the book and pick out features of a desert.  Point out that the story mostly took place in the desert.
* Ask students to help you draw a picture of a desert on the story map.
* Explain that now that we have the characters and setting on our story map we can use it to help us retell the story of Major Dennis and Nubs and their amazing friendship.

Beginning, Middle, End

* Review the story map and elements of characters and setting.  Ask students to tell how these elements can help us to retell the story.
* Review the story by doing a book walk through the book showing key details.  Since this is the second reading, encourage the students to help identify the key details.
* After students have an understanding of the sequence of events, fill in the remainder of the story map.
* Provide students with a flip book consisting of three labeled parts:  beginning, middle, end.  Allow students to draw a picture to illustrate each sequenced element in their flip book.
* Allow student pairs to practice retelling the story to one another using their flip books.  Teacher circulates to all student pairs to facilitate understanding of the concept of retelling.

Formative assessment: Review the story map and flip books from previous days. Explain to students that today they will practice re-telling the story about Nubs.

**Lesson 10**:  *My Buddy* by Audrey Osofsky (550L) -writing a response to a text

**Standards**

ELACCKRI1:  With prompting and support, ask and answer questions about key details in a text.

ELACCKRI2:  With prompting and support, identify the main topic and retell key details of a text.

ELACCKRI3:  With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRI4:  With prompting and support, ask and answer questions about unknown words in a text.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL2:  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   d.  Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to text.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can write about the events in a story and the connection between two individuals in the text.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

* Introduce the book *My Buddy*  by Audrey Osofsky.  Display the front cover of the book and ask students to comment on what they see in the picture.
* Discuss that this book is a story about a boy who develops a friendship with a special dog. This book is a true story. Talk about the elements of books that are true stories and how they are different from stories that are “made up” such as the stories about Frog and Toad.
* Explain that this book is about a young boy with muscular dystrophy who has a very special dog. The dog is trained to do things for the boy that he can't do for himself.  Explain that muscular dystrophy means someone’s muscles are not very strong.
* Explain that the dog’s name in this book is Buddy and he is a helper dog.  Allow students to ask questions and tell about any experiences they may have had with individuals in wheelchairs or with helper dogs.
* Read the book aloud and afterward lead a discussion about the book. Look at each of the illustrations and discuss how they contribute to the story.
* Ask students how the boy in the book and Buddy showed that they have an amazing friendship.
* Present the sentence stem, “Buddy was a good friend because  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* Model using one of the ideas shared by the class to finish the sentence.
* Provide a copy of the sentence stem to each student and allow them to complete the sentence stem and illustrate.
* Students may then share their products in an “Author’s Chair”.

Formative Assessment: All student copies can be collected and made into a class book about friendship. Teacher commentary and individual feedback will be given.

Differentiation Option(s): For students who find the task overwhelming they may dictate their response and watch as the teacher/para models writing the word(s) in the sentence stem.  The teacher/para can also use dotted lines to guide the student’s printing.

**Lesson 11:**  *Winter’s Tail: How One Little Dolphin Learned to Swim Again* by Isabella Hatkoff, Craig Hatkoff, and Julianna Hatkoff (930L) - Close reading- nonfiction, discussion, writing connections, text-based questions, vocabulary work.

**Standards**

ELACCKRI1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.

ELACCKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACCKRI4: With prompting and support, ask and answer questions about unknown words in a text.

ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKRI10: Actively engage in group reading activities with purpose and understanding.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a.  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can retell familiar stories and compare and contrast the adventures and experiences of characters.
* I can draw, dictate, or write a story telling about the events in the order they occurred and how I felt about what happened.
* I can draw, dictate, or write some details or information on a topic and name the topic.

**Instruction**

Teacher chooses three to five pre-set stopping points in*Winter's Tail: How One Little Dolphin Learned to Swim Again.*  (predetermine your stopping points based upon the time you have available and the needs of your class)

* Explain to students that this is another true story.  This is another nonfiction book.  Point out the book contains real photographs of the characters.
* To build interest and excitement about the book, visit the Clearwater Marine Aquarium website to view real-time video streaming of Winter.  Students will enjoy making this real life connection before beginning the book.
* Teacher reads *Winter's Tail: How One Little Dolphin Learned to Swim Again* aloud to the first predetermined stopping point. At each stopping point review the details that make the text a nonfiction book [books that discuss real events and are intended to explain, inform, persuade, or give directions (e.g. autobiography, biography, memoir, essay, workplace communications)].
* Each day after you have completed the read aloud, a good follow up writing activity would be to have students complete a journal entry about the character, Winter. Entries can be simple responses to the text read that day, or a picture (with or without labels), or a sentence stem that students complete.  You can also give students a purpose as they listen to the story each day.  You can ask them to listen for their favorite part in the story that day, or for specific story events, or for examples of friendship.
* Continue to talk about the elements of nonfiction text and the elements of a nonfiction text.
* Discuss the illustrations and how they contribute to the meaning of the story.

Formative and/or Self-Assessment : Students self-evaluate their journal entry to determine whether they described a favorite part, specific event, or examples of friendship. Have students share the steps involved in teaching the dolphin learned to swim again.

**Lesson 12:***Nubs: The True Story of a Mutt, a Marine, & a Miracle* by Brian Dennis, Mary Nethery and Kirby Larson; *Winter’s Tail:  How One Little Dolphin Learned to Swim Again* by Isabella Hatkoff, Craig Hatkoff, and Julianna Hatkoff;  *Frog and Toad Are Friends* by Arnold Lobel and *Chrysanthemum* by Kevin Henkes- Comparing and Contrasting texts

**Standards**

ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.

ELACCKRL9:  With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ELACCKRL10:  Actively engage in group reading activities with purpose and understanding.

ELACCKW3:  Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

     b.  Continue a conversation through multiple exchanges.

ELACCKSL6:  Speak audibly and express thoughts, feelings, and ideas clearly.

ELACCKL6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**I Can Statements**

* I can ask and answer questions about key details and unknown words in a text.
* I can retell familiar stories and compare and contrast the adventures and experiences of characters.
* I can have a conversation with others about a topic or a text using a voice that is easy to hear and understand.
* I can use new words and phrases I have learned.

**Instruction**

* Have students sit on the floor in a large circle.  Display two hoola-hoops in the center of the circle and tell students we will use these today to help us compare two books we have read.
* Lay the two hoola-hoops down on the ground next to one another but not overlapping.  Place a copy of [*Nubs: The True Story of a Mutt, a Marine & a Miracle*](http://www.amazon.com/Nubs-True-Story-Marine-Miracle/dp/031605318X/ref=sr_1_177?s=books&ie=UTF8&qid=1329099507&sr=1-177)in one hoop and *Winter ‘s Tail:  How One Little Dolphin Learned to Swim* in the other.
* Ask students to tell you about the two stories.  Write their ideas on index cards and place them in the hoop with the appropriate book. Lead the students to not only tell about the events of the stories, but also include the settings of both stories and about the characters in both stories.
* Read all of the ideas and talk about how the stories are the same.  Be sure as you are eliciting student responses to guide them in such a manner as some will overlap. For example:  this book is about an animal and a person being good friends, the two characters help one another, etc.
* When students begin to see that several similarities exist between the books, take those cards out of the hoops.  Ask, “How can we show these things are similar in both of these books?”
* After listening to student suggestions, demonstrate taking the hoops and overlapping them forming a new space in the center.  Put the cards that were in common in the center space.
* Go back over the similarities and differences between the two books using the now completed Venn Diagram.
* As a summarizing activity, have students complete a “ticket out the door” by providing one example of how the two texts are similar and one example of how they are different.
* Repeat on second day using *Frog and Toad Are Friends* by Arnold Lobel and *Chrysanthemum* by Kevin Henkes.

## Differentiation:

*What supports can you suggest for students working below or above this level? One recommended resource for effective differentiation is the Universal Design for Learning at*  [*http://www.udlcenter.org/implementation/examples*](http://www.udlcenter.org/implementation/examples) *.*

* All lessons are written as whole group lessons, but there are times that the focus standards can be taught in small groups. For example, small groups can be formed to further emphasize rhyming skills.
* Students lacking adequate fine motor skills may use play-dough or clay to form the letters of their name. (Lesson 5)
* Varying levels of teacher support to guide students to an understanding of identifying key details (events, actions) from text. More capable students may read and write independently during the writing activity. (Lesson 6)
* Varying levels of teacher support to guide students to an understanding of stating an opinion and providing support from key details from the text. More capable students can write multiple reasons and refer to specific pages in the text. (Lesson 7)
* For students who find the task overwhelming they may dictate their response and watch as the teacher/para models writing the word(s) in the sentence stem.  The teacher/para can also use dotted lines to guide the student’s printing (Lesson 10)

## Resources

Suggested Extended Texts:

* *Frog and Toad Are Friends*  by Arnold Lobel  (400L)
* *Frog and Toad Together*   by Arnold Lobel  (400L)
* *Nubs: The True Story of a Mutt, a Marine, & a Miracle* by Brian Dennis, Mary Netheryand Kirby Larson (810L)
* *Winter’s Tail: How One Little Dolphin Learned to Swim Again* by Isabella Hatkoff, Craig Hatkoff, and Julianna Hatkoff (930L)

Suggested Short Texts

* *Will I Have A Friend?*  By Miriam Cohen  (300L)
* *That’s What A Friend Is*  by P.K. Hallinan
* *Chrysanthemum* by Kevin Henkes  (410L)
* “A Circle of Friends*”* poem by Faizan Sarang (poem that can be found at <http://www.poemhunter.com/poem/a-circle-of-friends/>)